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ABSTRACT

The 13 chapters of this book are written by scholars who have made significant contributions to school administration and to their own disciplines. After an introductory chapter on what research has to say about commitment, performance, and productivity, the discussion is presented in four parts: (1) empirical issues; (2) theoretical issues; (3) practical issues; and (4) epilogue. In Part 1, the data on teaching and work conditions are reviewed in the context of socio-psychological theories. The focus is on teacher efficacy at work, decision making, attitudes about work, and current efforts to enhance teacher performance. In Part 2, the theoretical issues concerning teacher commitment, performance, and productivity are addressed. Attention is given to sensitizing school administrators to the necessity of having a highly committed staff, to redefining organizational performance beyond traditional thinking, and to re-examining school productivity. Part 3 deals with the possible alternative options available for developing teacher commitment, managing school performance, and enhancing school productivity. Specific recommendations are given to the practitioner for developing effective ways to deal with these issues. Part 4 summarizes the basic themes presented in the book and addresses policy implications for school systems. It presents arguments for developing a vision that goes beyond traditional thinking for schools and school administration. Recommendations for further study of the main topics of the book are offered. (JD)

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